

#107

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Q1: Name of School District:	Chariton Community School District
Q2: Name of Superintendent	Paula Wright
Q3: Person Completing this Report	Paula Wright

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Q4: 1a. Local TLC Goal

2. Attract and retain quality teachers by offering competitive salaries, PD support, and leadership opportunities.

Teachers will have a base salary of a minimum of \$33,500. Teachers will receive intensive mentoring support by highly trained teacher leaders, and a minimum of 25% of teachers will fill leadership positions. Teacher leaders will be selected through a rigorous selection process by site based councils to ensure that only the highest quality teacher leaders are selected as mentors, coaches, data team leaders & model teachers.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

2. Obtain annual feedback from mentees, ensure annual salary of \$33,500 or higher. Also, teacher retention rates will be compared from before and after the implementation of TLC and also teacher exit surveys will be analyzed

Annual feedback from Mentees:

- 1) 100% of the District's first & second year teachers felt that they were well informed regarding the expectations of the district, the teaching standards, and the evaluation process.
- 2) 85% of the District's first & second year teachers felt that the mentoring program supported their professional needs, while 71.4% felt like it supported their personal needs.
- 3) 78.6% of the District's first & second year teachers indicated that their mentor was provided release time to observe them while only 57.1% indicated were provided release time to observe other teachers.

Mentoring support was provided to 9 first year teachers and 7 second year teachers.

Ensure Annual Salary of \$33,500 or higher:

- 1) Base Salary - 2015-2016 - \$35,548.87 (Goal Met)

Retention Rates:

- 2014 - 90%
- 2015 - 87%
- 2016 - 89%

Q7: 2a. Local TLC Goal

Promote collaboration by developing supporting opportunities for teachers to learn from each other.

Weekly collaboration opportunities will be provided to support teachers to examine data, provided individualized PD, provide on-going support for best practices, collaboration & networking, and learning. As a result, collaboration between staff members will be strengthened and we will document an increase in the effectiveness of cooperative and partner teaching.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

3. Minutes of collaboration meetings will be collected and analyzed. Also a review of peer review & feedback forms, self-reflection & team reflection data will be used. The Current Reality and Desired State Analysis Tool will be used to identify gaps to help with direction for implementation and evaluation.

Data Team collaboration minutes were collected from 100% of teams and 78% of the weekly collaboration meeting.

The Current Reality and Desired State Analysis tool was used to identify gaps to help with direction for implementation and evaluation. The district focused on dimension #9 - Teachers and Leaders were engaged in the decision making about the program/model/strategy. As a District we began the year with a score of 2.27. At the end of the current year we moved the score to a 2.94 (which indicated a .67 increase. The shift was from top down directives to a building leadership team focus. One of our buildings, Columbus elementary went from a 2.33 to a 4.0 in this dimension. We will continue to use this tool to help guide our goals and growth in the area of collaboration.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities with increased leadership responsibilities and increased compensation.

Positions include: a lead mentor, mentors, Iowa Core instructional coaches, tech coaches, data team leaders and model teachers. Our plan includes opportunities for 41 teachers or 39% to fill teacher leadership positions including extra days, responsibilities & compensation. Teachers will undergo a rigorous selection process by site councils to ensure that we have the highest quality teacher leaders.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Teacher leaders and teams will use the ESAIL – Environmental Scale for Assessing Implementation Levels. This document, from SAI, measures 10 key features of a comprehensive literacy model.

We were able to reach 23% of our teachers in leadership roles for the first year of implementation.

Full Release Instructional Coaches = 4 FTE

Full Release Technology Coach = 1 FTE

Lead Mentor = 1

Mentors = 7

Data Team Leaders - 15

District Total = 28 staff members

Data Teams used ESAIL to help evaluate team effectiveness and provide direction for improvement.

Q13: 4a. Local TLC Goal

Improve Student Achievement through quality instruction.

Through the TLC system, instructional strategies will improve. Implementation of district initiatives which include effective instructional practices, the Iowa Core Curriculum, and integrating technology in the classroom will be implemented consistently and with fidelity

District Priority - Student Achievement – Ensure that all students have the necessary skills to be 21st Century College and Career Ready (promote employability skills and community service awareness).

District Priority - Student Development – Create healthy and contributing citizens through access to a wide variety of activities and options for students to develop character, apply their skills and uncover their potential.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Compare gains in student achievement data before and after implementation of the TLC plan.

The ultimate goal of the TLC system is the see growth in student achievement data. The Districts utilizes many different data points as indicators of progress. With this being the first year of implementation, the data reflected is baseline.

FAST Fluency DATA 2015-2016

1st Winter 57/87 65.5% - Spring 53/88 60.2% - Green + Growth (Spring) 55/88 62.5%
2nd Fall 40/87 46% Winter 42/88 47.7% - Spring 46/88 52.3% Green + Growth (Spring) 69/88 78.4%
3rd Fall 55/106 51.8% Winter 69/105 65% - Spring 75/106 70.7% Green + Growth (Spring) 89/106 83.9%
4th Fall 57/85 67.0% Winter 62/88 70.4% - Spring 68/88 77.2% - Green + Growth (Spring) 81/88 92.0%
5th Fall 48/82 58.5% Winter 56/83 67.4% - Spring 61/83 73.4% - Green + Growth (Spring) 80/83 96.3%
6th Fall 45/93 48.4% Winter 51/93 54.8% - Spring 58/95 61.1% - Green + Growth (Spring) 67/95 71%

National Career Readiness Test:

Platinum: 0

Gold: 14

Silver: 48

Bronze: 18

No Score: 14

Iowa Assessments & MAP:

Students who were proficient on both assessments:

Freshman reading - 87%

Freshman math - 89%

Sophomore reading - 77%

Sophomore math - 75%

Junior reading - 78%

Junior math - 77%

Q16: 5a. Local TLC Goal

Increase productive partnerships with families and community.

Community Engagement – Create meaningful two-way engagement between the district and parents/community members that supports student achievement.

The teacher leadership positions will assist the district in promoting teachers as leaders, increase quality classroom instruction, and improve student engagement. Teacher leaders will help teachers build strong relationships that are critical to motivation, student engagement, academic success, and high school completion. Ongoing feedback from parents will be used to measure success in this area.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Compare pre and post TLC survey for parents on the perceptions of quality instruction, classroom management & communication.

The District conducted a staff and community needs assessment survey during the fall of 2015. A few of the strengths that emerged from the survey included:

- * A majority of staff members believe that virtually all students can perform at a high level and that barriers can be overcome.
- * Over 70% of staff members believe that the district has strong leadership teams.
- * Four of five parents and staff members believe that the school board can have a positive impact on student achievement.
- * Nearly three-fourths of the staff believes that student learning needs drive their professional development.
- * Nearly all parents and staff members agree that parents and community members must be partners in education.

Some of the areas of improvement included:

- * Create urgency and consensus among all stakeholders around the belief that virtually all students can learn at high levels, that barriers can be overcome, and that major improvements can and will be made in student achievement.
 - * Place major emphasis on effective instruction, the content and rigor of the Iowa Core Standards, and on active student engagement in the classroom.
 - * Continue to improve the assessment system to align to the content and rigor of the Iowa Core Standards.
- Insure that all stakeholders understand how they have a voice in decision making.

The TLC committee, SIAC committee, and the district Board and staff are using the information from the survey to set goals and action plans for improvement.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

The results of several surveys; as well as, internal conversations at the administrative level led to some adjustments to the TLC implementation for the 2016-17 school year. Changes in the areas of relationships and effective communication. Results of an internal staff survey related to coaching interactions indicated some teachers viewed coaches as extensions of the building administrators. On the other hand, administrators felt somewhat in the dark and wanted more information from coaches following their training offered by the New Teacher Center (NTC). As a result of this information, the coaches will be providing training for the staff and also including the building administration in training regarding their role in the building and classroom. We are evaluating changing the structure of our coaches PLC to include others in the conversation.

All district administrators, Instructional Coaches and data team leaders will attend training related to Professional Learning Communities. Each building will implement PLC's under principal direction with support from instructional coaches. The PLC framework will further enhance collaboration and collegiality between coaches and the certified staff in buildings. The coaches have developed Google documents for agenda planning and reflection following NTC training that are accessible to coaches, team leaders and principals. Additionally, coaches will share specific training information with building principals following each NTC session. Principals are also being supported with a coach of their own provided by the AEA. The district believes that the adjustments made based on feedback following Year 1 of the TLC will enhance the effectiveness of the process.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

"Our coach has done a wonderful job in her first year as instructional coach. She is very good at communicating with staff and does it in a positive way. I know she has learned a lot and taught us a lot. We are lucky to have her and I expect next year to be even better!"

"I really wasn't sure what the leadership positions would do, but love what they are doing and feel it is a huge benefit to my teaching."

"I could not ask for a better leader in this building. She goes above and beyond to help teachers understand the importance of collecting data and using it to improve instruction. She builds positive relationships with teachers and her open door policy makes it easy to approach her with any concerns."

"I feel that the leadership positions are an asset to our school district."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.